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ABSTRACT

The Chapter 1 reading and math program in Natchitoches Parish, Louisiana, is designed to meet the needs of educationally disadvantaged kindergarten through eighth-grade students at 11 project sites. Each of the identified 1,972 participating students receives approximately 50 minutes of direct supplemental reading and/or math instruction 5 days per week during the school year. The most important factor in improving student achievement is the teamwork between the Chapter 1 program and the regular school program. An expanded coordination model is in place to facilitate efforts by the Chapter 1 teacher, Chapter 1 aide, and the regular classroom teacher in meeting the needs of eligible students. Various methods and techniques are used by the Chapter 1 teacher to provide supplementary activities congruent with those of the regular program. Chapter 1 continues to recognize the importance of parental involvement to its overall success in helping children. Newsletters, special notices, phone calls, media releases, conferences, meetings, and student progress reports are some of the ways parents are kept informed. The Natchitoches Parish Chapter 1 reading and math project has consistently yielded positive gains in academic performance. (Ten tables of data are included.) (RS)

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MASTERY LEARNING IN THE STEEL MAGNOLIA TOWN

Alice M. Rachal

IRA 1991

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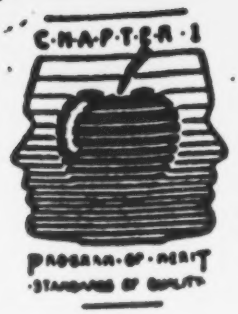

LOUISIANA · DEPARTMENT OF EDUCATION

APPLICATION FOR RECOGNITION

Cover Sheet

The Chapter 1 program of Natchitoches Parish is hereby submitting this Application for Recognition for the Chapter 1 Program of Merit.

I have reviewed the information contained in this application and, to the best of my knowledge, it is accurate. The Chapter 1 Program is in compliance with all applicable laws and regulations and has met objectives stated in the approved Chapter 1 project application for all project or project component(s) being submitted. As a prerequisite to submitting this application, a self-assessment has been conducted using the Program of Merit assessment system.

Alice M Rachal
LEA Chapter 1 Director's signature

December 15, 1989
Date

Mike Whitford
Superintendent's signature

December 15, 1989
Date

CS0106668

SECTION I: GENERAL PROGRAM INFORMATION

A. District Name: Natchitoches Parish School Board

Address: P. O. Box 16
Natchitoches, LA 71458-0016

Contact Person: Alice M. Rachal

Telephone: (318) 352-8389

B. Descriptive Information for District

1. What is the total district enrollment? 7395

2. What is the racial/ethnic composition of the student body in your district/agency?

.35 % American Indian or Native Alaskan

.31 % Asian or Pacific Islander

.34 % Hispanic

52 % Black, not of Hispanic origin

47 % White, not of Hispanic origin

3. In general, how would you classify the district?

X Rural _____ Small town

_____ Suburban _____ Urban

4. What percentage of the students in your district come from low-income families?

57.4 % (Please indicate how you determined this percentage.)

The number of school age children receiving free lunch (4,457) is divided by the total number of resident school age children (7,765) resulting in a district wide percentage (57.4)

C. Project Information

1. The school year(s) for which the application is submitted: 1989-90

2. Area(s) of service submitted:

	Service	Grades	Number of Participants
X	Reading	1-8	1,138
X	Mathematics	1-8	834
	Early Childhood		
	Language Development		
	Other (Specify)		

3. Number of Chapter 1 staff in the program submitted:

25	Teachers
30	Paraprofessionals
5	Other (Specify) Director, Supervisor, Secretary/TA, Media Center Clerk & Custodian

4. Describe your student selection process for program participation.

In early May, classroom teachers enter the names of all homeroom students that are one or more levels below in reading and/or math on data collection forms. Points are assigned according to the following criteria:

1. Final grade in reading and/or math.
2. Scores below grade level as determined by the criterion-referenced testing program of the parish basal.
3. Retentions.
4. Past participation in the Chapter 1 reading and/or math program.

The classroom teachers then turn over completed forms to respective Chapter 1 teachers. In August these forms are reviewed and updated. Individual student points are totaled and ranked within a school and grade. Participation lists are made according to the number of points from greatest to smallest number, with the highest numbers indicating those students in greatest need. Participants are chosen beginning with the greatest number of points and on down until the number of allotted positions are filled. Eligible and participating lists are maintained at the project schools and also in the Chapter 1 Central Office.

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5. List the names of the schools participating in the project being submitted and supply the requested information. Use data for the current school year. Use an asterisk to indicate non-public school.

School Name	Grades	Enrollment	Number Eligible *	Number of Participants *	Number of Teachers	Number of Paraprof.
Parks Elem.	K-6	735	363	263	4	4
Cloutierville	K-8	585	440	209	3	4
Goldonna	K-6	306	260	148	2	2.5
Fairview-Alpha	K-6	531	351	221	3	3
Natchitoches Jr.	7-8	480	286	147	2	3
North	K-6	721	369	260	3	3
Marthaville	K-8	441	374	233	2	3
Campti Jr.	7-8	223	233	129	1	2
Provencal	K-8	393	236	156	2	2
East	4-6	257	132	89	1	2
Weaver	K-3	440	214	117	2	2

* This count includes reading and/or math with some students being counted twice.

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PROJECT OVERVIEW

The Chapter 1 reading and math program in Natchitoches Parish is designed to meet the needs of educationally disadvantaged students in K-8 at eleven project sites. Each of the identified 1972 participating students receives approximately 50 minutes of direct supplemental reading and/or math instruction five days per week during the school year. Chapter 1 students are scheduled either into a laboratory pull-out setting with a Chapter 1 teacher and Chapter 1 aide or served by Chapter 1 aides providing tutorial assistance under the direction of the regular teacher. Students are selected for participation according to greatest need as determined by test data, grades, retentions and past participation. Students are ranked according to need; those in greatest need are selected first.

The goal of the Chapter 1 reading and math program is to improve student achievement by providing supplementary instruction to eligible students. The most important factor in achieving this goal is the team work between the Chapter 1 program and the regular school program. There is a close relationship of agreement between the two programs, and because of this relationship Chapter 1 remediation supports the mastery of the core curriculum. The instructional objectives of the Chapter 1 reading and math program are directly correlated to the basal text used in the regular classroom program. The instructional materials are used in a structured procedure to reinforce basal skills according to student need. Important to Chapter 1 instruction are efficient use of time, smooth transitions, correct instructional pacing, appropriate instructional materials, adjusting instruction to meet individual needs and maintaining student, teacher and aide accountability.

An expanded coordination model is in place to facilitate efforts by the Chapter 1 teacher, Chapter 1 aide and the regular classroom teacher in meeting the needs of eligible students. This model includes on-going structured, on-going unstructured and periodic coordination. Individual student folders are studied at the beginning of school by the classroom teachers and Chapter 1 teachers and again at each nine week grading period. Weekly written communication of skill needs for each Chapter 1 student occurs between Chapter 1 and regular program personnel. Various methods and techniques are used by the Chapter 1 teacher to provide supplementary activities which are congruent with those of the regular program. Students enjoy Chapter 1 and are able to meet with success in the lab and in the regular classroom.

Chapter 1 continues to recognize the importance of parental involvement to its overall success in helping children. For this reason parental involvement is an integral part of the Chapter 1 program. During the first nine weeks of school, parents of all eligible children are notified of a parish meeting to explain the program. Another parish meeting is held in the spring to obtain parents' opinions and recommendations for the next year's project. Parents are encouraged to participate in Parent Advisory Council meetings, parent workshops, parent-teacher conferences, volunteer work and classroom visits. The motto of parental involvement in Natchitoches Parish is "When 'Home Works' School Works." This is reinforced by the "Home Works" program which includes motivational activities to be sent home throughout the school year. Newsletters, special notices, phone calls, media releases, conferences, meetings, and student progress reports are some of the ways parents are kept informed.

STANDARD 1: CLEAR PROJECT GOALS AND OBJECTIVES ARE ESTABLISHED AND COMMUNICATED.

The overall program goal is to improve student achievement by providing supplementary instruction to educationally deprived students in the areas of reading and math. The goals of the instructional activities are to improve student achievement in reading and/or math as measured by the California Achievement Test. The development of these goals begins with a Needs Assessment Survey that is distributed to parents, teachers, principals, students and board members each spring. Opinions concerning instructional needs, grade level, content, as well as support services, are solicited. .After the survey is conducted, a Needs Assessment Review Committee composed of parents, teachers, principals, central office supervisors, the Chapter 1 director, the Chapter 1 supervisor and board members meet to review the results. Past Chapter 1 process and product evaluations, available test data, educational research, sustained effects studies, and on-site observations are also considered. Discussion centers around problems and needs as perceived by committee members. Reading and Math remediation were identified as program priorities.

Chapter 1 is included annually in the development of goals and objectives for Natchitoches Parish. One of Natchitoches Parish's 1989-90 LEA Goals is to "Meet Needs of 'At Risk' Students" and "To utilize the services of Chapter 1, Starting in Kindergarten and Primary Grades." The most important factor in achieving this goal is the team work involved between the Chapter 1 Program and the regular school program. There is a close relationship of agreement between the two programs and because of this, Chapter 1 remediation supports the mastery of the core curricula. Reading and Math basal text objectives are established by the system for each grade and correlated to the state curriculum guide, Objectives are reinforced in Chapter 1 classes.

After goals have been established, they are communicated to parents, students, regular classroom teachers, principals, central office staff, board members, and other members of the community, through the following methods: (1) parish advisory councils, (2) newspaper articles, (3) Chapter 1 newsletters, (4) Chapter 1 brochures, (5) parent-teacher conferences, (6) faculty meetings, (7) inservice meetings, (8) written communications, and (9) informal contacts with the Chapter 1 director, supervisor, teachers and aides.

STANDARD 2: STRONG INSTRUCTIONAL LEADERSHIP AT BOTH DISTRICT AND SCHOOL LEVELS IS PRACTICED.

To enable Chapter 1 project activities to become an integrated part of the total school system, the Chapter 1 director and Chapter 1 supervisor are part of the central office leadership group, conferring and coordinating with others in positions of decision making throughout the school year. The central office leadership group focuses on coordinating parish-wide program development as well as staff inprovement. To insure a uniform and standardized delivery of services, the allocation of Chapter 1 staff and instructional materials is based

on identified needs, statistical data, number of eligibles, demographic information, facilities and budgetary allotment.

Prior to the beginning of school, a scheduled principals' meeting is held. Copies of the approved Chapter 1 project are given to each principal along with pertinent Chapter 1 information. Other meetings are held throughout the school year either at the school level or central office. Copies of last year's Chapter 1 evaluation, including a school-by-school breakdown of test results compared to the parish average, are disseminated to each principal. Common problems, program changes, strategies and program improvement are some of the topics discussed. Communication of program and instructional goals, philosophy, high expectations for staff competency and student achievement is a continuous process which includes written correspondence, inservice sessions, faculty meetings, staff meetings, board meetings, informal conferences, parent meetings, newsletters, and pamphlets.

The Chapter 1 central office staff have participated in local, state and national professional development sessions. Including: parish staff meetings, Chapter 1 staff meetings, SPUR/LEARN (a state curriculum improvement project) training sessions, the State Supervisors Conference, Louisiana State Superintendent Leadership Conference, Chapter 1 staff conferences, and Louisiana Association of School Administrators of Federally Assisted Programs conferences.

Chapter 1 teachers and aides are recognized for their expertise and may be asked to share during inservice sessions, faculty studies, parish meetings and textbooks adoption. Outstanding teaching is documented on observation forms and becomes part of the permanent personnel file. Over the years eleven Chapter 1 aides have become certified teachers and six Chapter 1 teachers have been promoted to administrative positions. Currently, all Chapter 1 schools have been designated "model schools" because they have met specified criteria of excellence standards determined by the Louisiana State Department of Education. One Chapter 1 school was recognized as a National School of Excellence with Chapter 1 included in the total program. Another Chapter 1 school received state recognition as a school of excellence and advanced to national competition. In 1989 the Natchitoches Parish Chapter 1 Program was awarded Secretary's Initiative, a national honor that brought positive publicity to the program.

STANDARD 3: PROFESSIONAL DEVELOPMENT/TRAINING AND FOLLOW-UP ARE PROVIDED ACCORDING TO NEED.

The ultimate goal of inservice training and staff development is to improve the quality of Chapter 1 instruction, thus providing a positive impact on student achievement and teacher performance. Chapter 1 inservice training is planned according to needs identified by: Chapter 1 teachers, Chapter 1 aides, principals and other staff members; evaluations from previous inservice sessions; and results from process evaluation and written questionnaires. Inservice sessions for Chapter 1 reading and math teachers and aides are conducted by either Chapter 1

administrative/instructional staff, outside consultants, State Department of Education personnel or by Chapter 1 teachers and aides who learn from one another by sharing strategies and ideas that work. A professional library is maintained at the media center. These resources are utilized by the staff for professional or personal improvement.

Formal inservice training starts in August with a four-hour session and continues throughout the school year with an additional two hours of inservice training per month. After each training session, a written evaluation is conducted. Participants are asked to list the training strengths, weaknesses, and suggestions for future inservice programs. Follow-up sessions are conducted to ensure proper implementation. In addition to local scheduled inservice training, Chapter 1 personnel, principals and parents attend state Chapter 1 conferences, LRA, and IRA which feature nationally known consultants.

STANDARD 4: COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER PROGRAMS IS EVIDENT.

An on-going goal of the Natchitoches Parish School System is to emphasize the mastery of basic skills in the curriculum. Team work involved between the Chapter 1 program and the regular school program helps to accomplish this goal. Chapter 1 remediation supports the mastery of the core curricula. Basal text objectives established by the system for a grade are reinforced in Chapter 1 classes after initial instruction by the regular classroom teacher. Periodic, weekly and informal coordination are used to ensure congruence and for documentation. A strong coordination model is in place to facilitate efforts by the Chapter 1 teacher, Chapter 1 aide and regular teacher. This begins with the following:

(1) A periodic conference is held at the beginning of the school year and repeated prior to each nine week grading period. At this time, individual pupil's folders are studied and maintained for recording pupil progress and mastery of skills. This conference could involve other teachers as well as the principal and the Chapter 1 supervisor. Each periodic conference is documented on a Coordination Record, initialed by the principal and kept on file in the lab.

(2) The Coordination Report is used weekly for communication between the Chapter 1 teacher and the classroom teacher. This form allows for a listing of skills to be reinforced and possible strategies to be used which ensures participants of receiving a program of instruction designed to meet their individual needs.

(3) A Coordination Log is used by Chapter 1 teachers to document informal exchanges of information about particular students. This type of on-going coordination is useful for recording new information.

Some Chapter 1 teachers serve on School Building Level Committees. The function of these committees is to determine the special needs of students referred and to recommend appropriate action to meet their needs. In addition, Chapter 1 teachers participate in faculty studies, text book adoption committees, parish inservice sessions and faculty meetings. Principals are the instructional leaders for their school. Ensuring coordination, selecting and scheduling Chapter 1 students are the responsibilities of the principal. The Chapter 1 director and supervisor are responsible for monitoring coordination across the parish.

STANDARD 5: APPROPRIATE INSTRUCTIONAL MATERIALS, METHODS, AND APPROACHES ARE USED.

The Natchitoches Parish School System has adopted a parish-wide curriculum. The board established competencies in the reading and math areas. Students must master basic skills before being promoted from one level to another. Chapter 1 is an extension of the regular program and mirrors the requirements established by the parish.

The Chapter 1 students' program of instruction is determined by the placement and unit tests administered by the regular teacher. At the beginning of the school year individual students are discussed, specific skills are diagnosed and proper remediation prescribed. This is followed by weekly coordination reports which extend and reinforce the basal lesson taught by the regular teacher. Reteaching occurs as needed and is documented in each teacher's lesson plan. By the combined efforts of the two programs, along with on-going evaluation of materials, methods, and procedures, students are able to advance successfully from one level to another. Other materials correlated to the parish basal and the State Curriculum Guide are also used for instruction, supplementing and reinforcing basic skills. Chapter 1 teachers and aides are also required to implement strategies to help students overcome their deficiencies by selecting materials and approaches that accommodate the student's learning modality and style. These materials lend themselves to individual, small group, or whole class instruction, while other materials are designed to employ an independent approach. Provisions are also made for accommodating the visual, auditory and kinesthetic learner. Attention is given to ensure that materials are congruent and compatible with the basal.

A class profile is used to aid teachers in grouping students for skills. Students with similar deficiencies are grouped and remediated on specific skills not mastered. Sometimes one-on-one tutoring is required. Grouping is flexible and varies according to the student's needs, indicated on the Chapter 1 coordination form and objectives of the lesson. Chapter 1 labs have Reading and Math Centers. These centers are attractive and inviting so that students want to spend time involved with various games, puzzles, books, tapes, teacher-made activities and manipulatives. Sometimes the center is used as a reward or for students that finish ahead of their group; other times the center is used to reinforce a particular skill.

STANDARD 6: THE CHAPTER 1 PROJECT ASSESSES MONITORS, AND EVALUATES THE THE INSTRUCTIONAL PROGRAM AND USES THE INFORMATION FOR PROGRAM IMPROVEMENT.

Process and product evaluation are the two methods used to determine if the project is meeting goals and objectives. A statistical report is completed at the end of each project year. Included in this year's report are results from the California Achievement Test (1985), a standardized norm-referenced test used for product evaluation. This measurement instrument helps to determine if objectives stated in the project have been achieved and to identify areas that need to be addressed in the future for program improvement. In 1986-87 process evaluation was conducted on Personnel/Accountability, Needs Assessment/Student Selection, Instruction/Time-on-Task, Product Evaluation and Coordination. Some of the instruments used in measuring process evaluation were surveys, time-on-task observations, coordination reports, teacher and aide observations and evaluations, and opinionnaires concerning Chapter 1 effectiveness. In 1988-89 this project addressed instruction/time-on-task, characteristics of teachers and aides, parent opinion, and program effectiveness.

The most recent annual product evaluation was completed for the school year 1988-89. All Chapter 1 staff members participated in the annual evaluation. This report analyzed student data and achievement, cost effectiveness, staff development, and parental involvement. On-site evaluations are conducted by the Chapter 1 State Office. All Chapter 1 personnel, as well as principals, participate as the entire project is evaluated. During the last two reviews, 88 and 89, some of the strong points cited were: positive attitude of personnel, excellent inservice training and follow-up, through needs assessment, and effective coordination. Results from process and product evaluation have brought about program improvement and recognition of existing strengths. Some examples are:

1) Formation of Needs Assessment Committee composed of regular teachers, Chapter 1 teachers, parents, principals, board members, Chapter 1 administrators and central office administrators. The committee is able to select priorities for the coming year.

2) Improved teacher observation/evaluation forms and a new teacher aide observation/evaluation form.

3) Revised eligibility criteria to determine students with greatest need. This allowed regular teachers more input in student selection.

4) Expanded coordination model which included weekly as well as periodic reports.

5) Increased time-on-task spent in Chapter 1 classroom.

6) Verification of Chapter 1 effectiveness as determined from results of an opinionnaire which was distributed to all

project principals and a large sample of regular classroom teachers.

7) Reinforcement of parental support of the Chapter 1 program as determined by information gathered from Parental involvement Surveys.

8) Thorough review of the Chapter 1 program by principals, regular teachers, Chapter 1 teachers, parents, central office administrative staff and Chapter 1 administrative staff as they completed the self assessment of Program of Merit. This assessment is important for program improvement.

Student achievement is closely monitored by Chapter 1 teachers, regular teachers, principals and other staff members by the use of weekly, periodic and informal coordination. Students are tested annually with the California Achievement Test. From the pre-test, Chapter 1 teachers are trained to use the Individual Test Records for valuable information concerning objectives. The parish basal provides tests which include formal readiness tests, pre-tests and post-tests, mid-year checkups and non-pencil and paper testing activities. Individual folders are maintained for each student. Folders include a student profile sheet, test data, samples of student work, skill checklists and notes from parents and teachers. All students have been identified that have shown no progress for one year, two years and are possible "high risk". Each school was provided copies of their product results as compared with the parish average. A copy of the latest process evaluation report has also been distributed to each school. Parents and other members of the community are informed about the project's effectiveness by Chapter 1 pamphlets, quarterly Chapter 1 newsletters, notices sent home, parent advisory council meetings, PTO meetings, parent-teacher conferences, newspaper articles, quarterly parish newsletters, school board meetings, Needs Assessment Committee meetings, faculty meetings, principals' meetings and staff meetings.

STANDARD 7: HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR ARE ESTABLISHED AND COMMUNICATED.

Chapter 1 students are placed in a pleasant classroom environment with special materials; they are instructed by competent teachers assisted throughout the instructional day by Chapter 1 aides or tutored in the regular classroom by a Chapter 1 aide. Chapter 1 classrooms exhibit an orderly, purposeful atmosphere which is conducive to learning. Each school has developed a school-wide discipline plan, and assertive discipline is used throughout the parish. A small student-teacher ratio enables ease of mobility and eye contact and allows teachers to monitor and acknowledge appropriate behavior.

The Chapter 1 lab arrangement contributes to a positive learning climate that promotes and supports effective use of instructional time. Chapter 1 labs contain colorful bulletin boards, posters, centers and a variety of learning materials that are readily accessible, challenging and appealing. Children's work is displayed on bulletin boards in the

classroom, hallways and lunchroom. Class activities are assigned at the appropriate level to eliminate frustration and discipline problems. Students enjoy Chapter 1 and are eager to participate.

Chapter 1 teachers and aides support student participation in the regular program by oral encouragement, rewards and incentives. Because Chapter 1 is an "extra helping," students are able to be successful in the lab which leads to success in the regular classroom. Regular classroom teachers and Chapter 1 teachers are able to coordinate learning activities which lead to successful achievement. They believe that all students can learn. When students are able to achieve, regular classroom teachers are able to praise students and to offer encouragement as more skills are mastered. When Students are successful and are able to work on level they are returned to the regular class and another eligible student is selected.

Recognition of excellence and rewards for Chapter 1 students are categorized into (1) those requiring little effort, such as: a smile, a compliment, a cheery note on an assignment, going first to lunch or recess, passing out papers, and leading the line; (2) those requiring moderate effort, such as: a happy face or star, Smile-O-Gram (positive note to parents), bookmarks, candy, and appreciation awards; and (3) those requiring much effort, such as: field trips at the end of the year, popcorn/coke parties, recognition during assemblies and school board meetings, information given in parent newsletters, local newspaper and publicity on the radio and bulletin boards. Two formal parent conferences are scheduled to coincide with school-wide parent conferences. This provides parents with information about student progress with additional conferences scheduled as needed. A Chapter 1 awareness week is scheduled in the spring of 1990 to promote the 25th anniversary of Title 1/Chapter 1.

STANDARD 8: MAXIMUM USE OF ACADEMIC LEARNING TIME IS ESTABLISHED.

Chapter 1 focuses on a general pattern of instruction that is effective in increasing student achievement. Student ability and the teacher's success in providing learning tasks that match this ability are important factors in academic learning time. Efficient time use, smooth transitions, appropriate instructional pacing, adjusting instruction to student ability and maintaining student accountability are the keys for Chapter 1 instruction. Chapter 1 teachers and aides have received intensive inservice training and follow-up on Time-on-Task. A handbook containing strategies used to ensure successful implementation was given to all Chapter 1 personnel involved in the instructional program. Monitoring the percentage of time spent on learning activities is part of process evaluation. Time-on-task observations are conducted on each Chapter 1 teacher. The purposes of the time-on-task engagement rate instrument are to determine and measure the amount of time spent in "on task" instructional activities, to record what activities occurred during a class period and to remediate areas of deficiencies if needed. Documentation of classroom time-on-task observations indicate that students are involved in quality instructional time. The parish average engagement rate is 92 percent,

and individual teacher's average engagement rate varied from 83 to 97 percent.

Student performance is actively supervised and monitored by coordinated efforts of Chapter 1 teachers, aides and regular classroom teachers. The State Curriculum is followed, class schedules are approved, parish and state guidelines are enforced and non-instructional duties are kept to a minimum. Chapter 1 teachers' lesson plans are monitored weekly by the principal and periodically by Chapter 1 supervisory personnel during on-site visits. Parents are encouraged to be actively involved in their child's education by helping with homework, reinforcing what is learned at school, and using the activities provided in the "Home Works" packet.

STANDARD 9: PARENTAL INVOLVEMENT AND COMMUNITY INVOLVEMENT ACTIVITIES ARE PLANNED AND PROMOTED.

Parents and other community members are actively involved in planning, implementation, evaluation and support of the Chapter 1 program in Natchitoches Parish. The Chapter 1 staff is committed to encouraging parents as partners in learning. This involvement begins with a Needs Assessment Survey that is distributed to parents, teachers, principals, students and board members each spring. Opinions concerning instructional needs, grade levels, content, as well as support services, are solicited. After the survey is conducted, a Needs Assessment Review Committee composed of parents, teachers, principals, central office supervisors, the Chapter 1 director, the Chapter 1 supervisor and board members meet to review the results. Past Chapter 1 evaluations, available test data, educational research, and on-site observations are also considered. Discussion centers around problems and needs as perceived by committee members. Reading and math remediation were identified as program priorities.

Early in September, parents are notified of their child's eligibility for Chapter 1 services. A few weeks later they are notified of the first of two annual Parent Advisory Council meetings. At this first meeting parents receive a copy of the project, review goals and objectives, become informed of Chapter 1 services and review past evaluations. The Chapter 1 Parental Involvement Policy is presented as well as other pertinent information. A Chapter 1 pamphlet that gives a brief overview of the project is distributed to all parents. During the year, parents receive four newsletters containing Chapter 1 activities and up-dated program information. In the spring, another Parent Advisory Council meeting is held to obtain opinions and make recommendations for the next year. Parents are encouraged to become active partners in their child's education by attending council meetings, becoming volunteers, participating in Needs Assessment, visiting classrooms, attending parent-teacher conferences and helping with instructional activities at home.

Parents will play an important part during the "Chapter 1 Awareness Week", as activities are conducted promoting the 25th anniversary of Title 1/Chapter 1. Parents are encouraged to utilize the Parent Library

recently established at the media center. This library contains different materials, including various pamphlets, books, filmstrips, articles, newsletters and more. Parents are involved in the actual instructional program by attending two formal parent-teacher conferences that are held concurrently with school-wide parent conferences. During the conference, teachers and parents discuss a Student-Parent-Teacher Agreement (a cooperative effort by student, teacher and parent), as well as student progress and strategies used to help their child. Chapter 1 teachers encourage parents to participate in a "Home Works" program of motivational activities to be sent home throughout the school year. At the end of school a survey is sent home on which parents are asked to evaluate the Chapter 1 program. Results from the survey are used for future planning and program improvement.

STANDARD 10: PROGRAM EFFECTIVENESS IS DOCUMENTED.

The Natchitoches Parish Chapter 1 Reading and Math Project has consistently yielded positive gains in academic performance. Data presented in the following tables indicate that participants exceeded local expected gains as well as state and national gains. The CTBS (1981) was the test used for program evaluation during 1986-87. The CAT (1985) was used for the 1987-88 and 1988-89 school year to determine program effectiveness. In each of the three years, the project exceeded the expected NCE gain. Gains were larger during the 87-88 and 88-89 school year as compared with those of 86-87. The apparent drop in gains during the 86-87 school year is attributed to the change of the testing interval rather than an actual decrease in student performance.

TABLE 1
NCE MEAN MATHEMATICS GAINS BY GRADE LEVEL
1988-89

Grade	Number	Expected NCE Gain	Actual NCE Gain
1	54	3	13.22
2	59	3	12.24
3	61	3	13.55
4	85	3	14.13
5	77	3	13.72
6	82	3	9.36
7	108	3	5.47
8	53	3	4.38

TABLE 2
NCE MEAN READING GAINS BY GRADE LEVEL
1988-89

Grade	Number	Expected NCE Gain	Actual NCE Gain
1	100	3	6.23
2	144	3	8.07
3	132	3	10.88
4	111	3	9.24
5	88	3	7.16
6	87	3	8.07
7	114	3	8.92
8	30	3	3.67

The most recent sustained effects study was completed in April 1988. Chapter 1 students in grades four, five and six were studied to determine if students who continued in the program for three straight years would be able to maintain their achievement. All fourth, fifth, and sixth grade Chapter 1 math participants were included and their pre-test scores for spring, 1986, were matched with scores for the two following dates: spring, 1987, and spring 1988. Thirty-nine Chapter 1 students who remained in the program for the three-year period were able to maintain and increase their average NCE score. A previous reading sustained effects study conducted in spring, 1983, spring, 1984, and spring, 1985 on 65 fourth, fifth and sixth grade reading participants also verifies sustained growth. In reviewing both sustained effects studies, it would be noted that there were continual progression.

TABLE 3
MATH SUSTAINED EFFECTS BY GRADE (NCE)

Grade	Number of Students	Spring 1986	Spring 1987	Spring 1988
4	22	26.2	36.7	44.5
5	7	29.6	45.3	48.0
6	10	36.0	40.8	46.4

TABLE 4
READING SUSTAINED EFFECTS BY GRADE (NCE)

Grade	Number of Students	Spring 1983	Spring 1984	Spring 1985
4,5,6	65	34	41	47

Table 5 and 6 compares local, state, and national NCE gains by grade. In most instances, local gains meet or exceed national and state gains. A fall/spring test cycle was used for 87-88 and 88-89. A spring/spring test cycle was used for 86-87 and, as expected, lower NCE gains were reported.

TABLE 5
MATHEMATICS
NCE GAINS BY STUDENTS IN NATCHITOCHES PARISH
COMPARED TO STATE AND NATIONAL NCE SCORES

	1986-87 Spring/Spring	1987-88 Fall/Spring	1988-89 Fall/Spring
Grade 1: Local	26.87	26.9	13.22
State	NR	NR	NR
National	NR	NR	NR
Grade 2: Local	23.74 *	21.5 **	12.24 **
State	7.9	8.66	7.15
National	6.0	NA	NA
Grade 3: Local	2.26	17.1 **	13.55 **
State	7.1	10.12	.77
National	4.2	NA	NA
Grade 4: Local	2.85 **	29.9 **	14.13 **
State	2.8	7.18	9.04
National	4.7	NA	NA
Grade 5: Local	11.26 *	18.2 **	13.72 **
State	7.0	7.83	6.58
National	4.1	NA	NA
Grade 6: Local	6.53 *	18.8 **	9.36 **
State	3.0	3.70	7.34
National	4.0	NA	NA
Grade 7: Local	8.05 *	10.6 **	5.47 **
State	5.8	4.72	2.27
National	3.0	NA	NA
Grade 8: Local	5.36 *	4.8 **	4.38 **
State	3.5	2.68	1.73
National	2.5	NA	NA

* = Natchitoches Parish Chapter 1 NCE gains exceeded National and State NCE gains.
** = Natchitoches Parish Chapter 1 NCE gains exceeded State NCE gains.
NR = Scores not reported.
NA = Scores not available at the time proposal was submitted.

TABLE 6
READING
NCE GAINS BY STUDENTS IN NATCHITOCHES PARISH
COMPARED TO STATE AND NATIONAL NCE SCORES

	1986-87 Spring/Spring	1987-88 Fall/Spring	1988-89 Fall/Spring
Grade 1: Local	13.43	5.01	6.23
State	NR	NR	NR
National	NR	NR	NR
Grade 2: Local	5.58 *	6.19	8.07 **
State	3.18	6.71	3.88
National	2.8	NA	NA
Grade 3: Local	3.19	8.79 **	10.88 **
State	3.44	7.14	5.95
National	3.3	NA	NA
Grade 4: Local	0.24	8.41 **	9.24 **
State	3.24	4.88	6.13
National	3.5	NA	NA
Grade 5: Local	5.89 *	5.04	7.16 **
State	5.38	5.95	4.28
National	2.5	NA	NA
Grade 6: Local	3.85 *	11.24 **	8.07 **
State	3.09	4.01	5.89
National	3.1	NA	NA
Grade 7: Local	1.89	5.08 **	8.92 **
State	3.59	3.88	1.66
National	2.5	NA	NA
Grade 8: Local	6.26 *	3.27	3.67 **
State	2.40	3.50	1.26
National	2.1	NA	NA

* = Natchitoches Parish Chapter 1 NCE gains exceeded National and State NCE gains.
** = Natchitoches Parish Chapter 1 NCE gains exceeded State NCE gains.
NR = Scores not reported.
NA = Scores not available at the time proposal was submitted.

As a result of progress made while in Chapter 1, a high percentage of students (38%) were able to exit the program by scoring at or above the 40th percentile in math on the CTBS or CAT post-test. In reading (21.6%) were able to exit.

TABLE 7
PERCENTAGE OF STUDENTS EXITING CHAPTER 1 PROGRAM IN MATH

YEAR	NUMBER SERVED	NUMBER EXITED	PERCENTAGE EXITED
86-87	536	175	33%
87-88	633	265	42%
88-89	770	298	39%
MEAN	646	246	38%

TABLE 8
PERCENTAGE OF STUDENTS EXITING CHAPTER 1 PROGRAM IN READING

YEAR	NUMBER SERVED	NUMBER EXITED	PERCENTAGE EXITED
86-87	933	252	27%
87-88	1154	215	19%
88-89	972	193	20%
MEAN	1,019.7	220	21.6%

TABLE 9
PERCENTAGE OF STUDENTS EXITING CHAPTER 1 PROGRAM IN MATH COMPARED WITH PERCENTAGE OF STUDENTS EXITING AT THE STATE LEVEL

	1986-87	1987-88	1988-89
Natchitoches Parish	33% *	42% *	39% *
Louisiana	20%	19%	19%

* SURPASSED STATE PERCENT

TABLE 10
PERCENTAGE OF STUDENTS EXITING CHAPTER 1 PROGRAM IN READING COMPARED WITH PERCENTAGE OF STUDENTS EXITING AT THE STATE LEVEL

	1986-87	1987-88	1988-89
Natchitoches Parish	27% *	19% *	20% *
Louisiana	19%	18%	18%

* SURPASSED STATE PERCENT

*Other Indicators of Program Effectiveness

(1) Documentation of Process Evaluation (opinionnaires, surveys and observations):

(a) Positive attitude of principals and classroom teachers as to the success of the program. Chapter 1 reading and math activities rated very helpful by 100% of the principals and 94% of the regular teachers surveyed.

(b) Positive parental support of the program as shown by interest, attendance and participation. Of 461 parents surveyed, 92% recommended Chapter 1.

(c) Time-on-task parish average engagement rate of 92%.

(2) Awarded Secretary's Initiative in 1989.

(3) Number of students who no longer need remediation. (38% in math and 21.6% in reading.)

(4) Sustained gains of students who have exited the program. (See sustained effects studies.)

(5) Consistently high NCE gains as shown on various tables.

(6) Using present criteria, no schools were identified for Program Improvement.

(7) Parish average for all ten standards of the self assessment was 4.96%.

(8) Low turnover of Chapter 1 staff. Average number of Chapter 1 experience per teacher was 8.5 years and 13 years per aide.

(9) Continued support of the Superintendent and the School Board.

(10) Continued federal funding of the project.

(11) Promotion of Chapter 1 personnel:

- Three Chapter 1 aides presently working toward becoming teachers.
- Eleven Chapter 1 aides have become teachers.
- Two Chapter 1 teachers have become principals.
- Four Chapter 1 teachers have become supervisors or directors.
- Two Chapter 1 supervisors have become directors.
- One retired Chapter 1 director was elected to the school